



POSITIVE ATTITUDE TO LEARNING (PA2L) POLICY

Purpose of this statement	To detail the behaviour policy for Buttershaw Business and Enterprise College
Dated	Oct 2024
Review	Annually
Authorisation By	Headteacher
Person Responsible	M Colman

THE ETHOS OF BUTTERSHAW BUSINESS AND ENTERPRISE COLLEGE

BBEC is a values-driven school. Our four values of **Ambition, Resilience, Courtesy and Kindness** describe how all in the BBEC family work together every day, how we challenge ourselves to produce our very best work and how we treat each other well.

At Buttershaw Business and Enterprise College our values are:

- Ambition** - We set ourselves challenging goals
- Resilience** - We give it a go
- Courtesy** - We are polite to everyone
- Kindness** - We show we care about those around us.



AMBITION



RESILIENCE



COURTESY



KINDNESS

At BBEC we all work to ensure that our students will be the **best** they can be and can achieve great things. They will be **ambitious, resilient** and **determined** in their learning and **respectful, courteous** and **kind** in their relationships.

We will thus prepare our students to lead **safe, happy** and **successful** lives.

We are proud of our student-centred and inclusive ethos – “**We all belong at BBEC.**”

Our guiding philosophy is that we believe that young people have one chance of a good education and it is our job to ensure they get it. BBEC is here to serve the children and parents of Buttershaw and Bradford and to serve them well, by prioritising high quality teaching and learning and



celebrating all their achievements, academic and otherwise and overcoming barriers so that each student achieves the best possible outcomes. Excellent behaviour is expected for this to be possible.

Our values of **Ambition, Resilience, Courtesy and Kindness** are central to all that we do and define how we, in the BBEC family, treat each other. Our aim is for all our students to be safe, healthy, lifelong learners who contribute to our local community and beyond as active, responsible citizens. BBEC is a truly inclusive school and, as such, we welcome students with many different skills and talents. Our job is to nurture and develop those talents, whatever they are. By doing the right thing by our students, everyone is capable of being outstanding in their particular circumstances.

All at Battershaw Business and Enterprise College are passionately committed to promoting **Equality, Diversity and Inclusion** for all in the BBEC family. We are committed to creating a school, built on our values, where all truly belong and can thrive. We actively promote inclusion and robustly challenge unfair treatment of any kind.

We have made it clear to students, through VIP, assemblies and our day-to-day interactions and, with reference to our values of **Courtesy and Kindness**, that non-inclusive behaviour or language is not tolerated at BBEC. Our BBEC ethos is **'We all belong at BBEC'**. Any poor, non-inclusive behaviour is sanctioned and students are engaged in activities to re-educate and ensure that such behaviour is not repeated.

The information contained in this policy provides guidance for staff, students, parents, carers and governors.

Aims

The main aims of the POSITIVE ATTITUDE TO LEARNING (PA2L) policy are to:

- Encourage a praise culture between staff and students
- Promote our vision, ethos and **ARCK values**
- Reward students showing the **ambition** and **resilience** to be successful
- Provide recognition for students who consistently work hard, show **kindness** and behave **courteously**
- Ensure a consistent approach throughout the school
- Encourage students to be actively involved and responsible in the school and make positive contributions to the wider community
- Sanction, firmly and fairly and in a consistent manner, those students who choose to demonstrate a negative attitude towards their learning either in the classroom or around school, or those who disrupt the learning of others.

In order to achieve these aims it is essential that the above aims are constantly reinforced in assemblies, form time and during lessons. The system is "Positive Attitude to Learning" with "Positive" and "Learning" being the key words.

Any successful community requires basic rules for it to function effectively and a school community is no different. For this reason, BBEC's PA2L system is founded upon clear, unambiguous classroom, corridor and social time rules that promote a positive, safe, well ordered learning environment, designed to allow students to flourish and achieve. By giving students a clear, phased approach towards rewards and consequence, the PA2L system teaches our students responsibility, accountability and ownership. In doing so, it develops personal growth.

The vast majority of students at BBEC bring their personal best and comply with the school rules and



expectations every day. The PA2L system emphasises the positive in this and seeks to reward all students for getting it right. At its core, the system allows staff to build positive relationships with students through rewarding positive behaviour and excellence. The Rewards System instils within our students the drive to want to improve and achieve their very best. It encourages students to set personal goals both within and outside of the classroom.

The Sanctions System in response to unacceptable behaviours of any kind is non-negotiable. It is simple, clear, fair and applied consistently. It is designed to prevent and remedy disruption to the learning process and maintain our safe and orderly school.

Student Expectations

BBEC expects students:

- To live by the school values of **Ambition, Resilience, Courtesy and Kindness**
- To take responsibility for their own work and behaviour by following all the school rules and codes of conduct, including attending detentions as directed and not being verbally or physically aggressive towards anyone
- To show **ambition** and work hard to the best of their ability at all times.
- To demonstrate **resilience** and maintain excellent punctuality and attendance of at least 97%.
- To respect and show **courtesy** to all members of the school community (other students, staff and visitors) by not using inappropriate or derogatory language at any time.
- To demonstrate **kindness** by showing respect and tolerating one another's beliefs and values
- To wear the correct uniform at all times and bring the correct equipment (the 'Simple 7' – see ARCK Record) for learning each day.
- To ensure they present themselves smartly at all times ensuring no banned items of uniform or jewellery are worn.
- To ensure mobile phones and headphones are not seen, heard or used in school.
- To ensure that no banned items/objects/substances are brought to school under any circumstances.
- To show **ambition** when completing all homework and school work to the highest possible standards and meet all deadlines set.
- To show **kindness** and care for the school building by keeping it free from litter, graffiti and vandalism.
- To show **ambition** and take an active part in school life including clubs and teams.
- To show **courtesy** and uphold the good reputation of the school at all times including when travelling to and from school.

Parent Expectations

The best outcome for any student is reached when parents/carers work in partnership with the school. It is expected that parents/carers will support the school in the implementation and administration of the Positive Attitude to Learning System. **This forms part of the Home/School Agreement in which all parents/carers enter when they accept their child's place at BBEC.**

BBEC expects parents:

- To uphold the school values of **Ambition, Resilience, Courtesy and Kindness** and encourage your child to live by these on a day to day basis e.g. not allowing them to use inappropriate or derogatory language at any time.



- To monitor the rewards and negative comments in the student ARCK Record and have appropriate conversations with your child.
- **To support the school's disciplinary policy and regulations on behaviour and uniform including ensuring students carry out detentions, suspensions etc.**
- To ensure your child has their ARCK Record before they leave for school in the morning.
- To monitor attendance to after-school detentions signed off in the ARCK Record.
- To sign the ARCK Record on a weekly basis and add any comments you want the school to respond to (**staff will aim to respond within 48 hours to any communication not including weekends**).
- **To send your child to school every day in full uniform including with the correct shoes and properly equipped to learn (Simple 7) (including PE uniform when necessary).**
- To celebrate their child's successes at school and to encourage them to have the **ambition** to participate in rewards programmes.
- To contact school as soon as you have concerns. These should be directed to the Form Tutor, your child's Head of Year or Pastoral Manager. This line of communication is vital and should be directed to the most appropriate person.
- To ensure that no banned items/objects/substances are brought to school under any circumstances; including to not allow your child to smoke or vape anywhere on the school grounds or in the building.
- To ensure regular and punctual attendance of your child every day.
- To respond to concerns raised by members of staff and work in partnership with the school
- To support the school and its ethos at all times by encouraging your child to demonstrate **kindness** by showing respect and tolerating one another's beliefs and values.
- To ensure that extended family trips or holidays are not booked during term time.
- To ensure your child understands the mobile phone rules and has an appropriate place in their school bag to store the device should they bring it on to school site. **You should not expect your child to read texts or answer their phone during the school day as this will lead to confiscation of the phone.**
- **To contact reception with urgent messages for your child and do not attempt to contact your child directly.**
- To support your child to have the **ambition** to complete their homework to the highest standard possible.
- To attend all parents' evenings and other meetings to discuss your child's progress and behaviour on request.
- To keep contact details up to date by informing the school reception promptly.

Staff Expectations

As part of induction and continuing professional development staff receive behaviour and relationship training in order to promote the school values of **Ambition, Resilience, Courtesy and Kindness**. We aim to equip staff with the skills to employ a wide variety of strategies to support students and promote high expectations and ambition in every part of the school. Staff should read this section in conjunction with the Staff Handbook and Quality of Education handbook.

BBEC expects staff:

- To have **collective responsibility** for the implementation of the PA2L policy at all times, ensuring that the **same high expectations are consistently applied for all students**.
- To act professionally and model the school values of **Ambition, Resilience, Courtesy and Kindness**.



- To have high expectations for every student.
- **To apply the PA2L behaviour policy consistently and fairly** with reminders and the opportunities for students to make positive choices between each stage designed to build resilience in our students.
- Communicate with parents/carers through the ARCK Record for both positive and negative behaviours and also report these on ClassCharts.
- Duty staff **must arrive on time** to their assigned post and take an **active role** in managing behaviour and conduct to safeguard students.
- Tutors and teachers must monitor and sign the student ARCK Records, mentor tutees and set detentions as appropriate.
- Staff must not give out blanket punishments, compare children to other siblings/peers, use derogatory language, deliberately humiliate students or issue sanctions that are not in accordance with this policy.

Some of the strategies used by teaching staff will include:

- Meet and greet students in a courteous manner at the door using student names and building trust and rapport.
- Ensure 'threshold' and 'strong start' strategies are implemented.
- Seat students according to a teacher designed seating plan utilising ClassCharts.
- Ensure students are learning as soon as they enter the lesson – independent 'Do Now' activity.
- Ensure that uniform is correct as students enter, and again before they leave.
- Ensuring that ALL students have their ARCK Records open on desks at all times with bags on the floor and coats on backs of their chairs. ARCK Records are crucial at BBEC. Equipment should be on desks.
- Ensure that there is a structured finish with students remaining seated until the bell goes, and then dismiss them row by row/table by table.
- Model our core values of Ambition, Resilience, Courtesy and Kindness in the classroom and on the corridor.

(For more detailed information on teaching strategies please see the Quality of Education Booklet)

Staff should use the emergency call out procedure in ClassCharts if they need assistance from other members of staff. Incidents would include: a student becoming aggressive, violent or abusive in language either at staff or students, if the student will cause harm or damage to themselves or the school, or if a student has refused to move to the Phase 4 Exit Room. There are different levels of alert available to use in ClassCharts.

Classroom Expectations

Classrooms are places of learning and therefore we require excellent behaviour and focus from every student to ensure successful outcomes. Posters reminding students of these expectations and our modes of learning are displayed in every classroom in school.

CLASSROOM ROUTINES

- Sit down **IN** the seating plan.
- Take your bags **OFF** and place your ARCK Record and equipment on your desk.
- Get **ON** with your 'Do Now'.
- Follow the modes of learning.
- Show **courtesy** and **kindness** by following instructions 'first time, every time'.
- Work with **ambition** and **resilience**.

We all belong at BBEC

PE LESSON ROUTINES

- Enter the changing room and place your ARCK Record **IN** the box.
- Borrow PE uniform immediately if it is needed.
- Put **ON** PE uniform and then sit quietly.
- Move to, and from, your teaching area sensibly, quickly and quietly.
- Work with **ambition** and **resilience**.
- Help each other to improve by showing **courtesy** and **kindness**.

We all belong at BBEC

WHOLE CLASS DISCUSSION

Courtesy
We are polite to everyone

ACTIVE LISTENING

Courtesy
We are polite to everyone

INDEPENDENT SILENT STUDY

Ambition
We set ourselves challenging goals

CONSIDERATE GROUPS

Kindness
We show we care about those around us

QUIET PARTNERS

Resilience
We give it a go

S

**SIT UP
STAY ALERT**

T

**TRACK
THE TEACHER**

A

**ACTIVE
LISTENING**

R

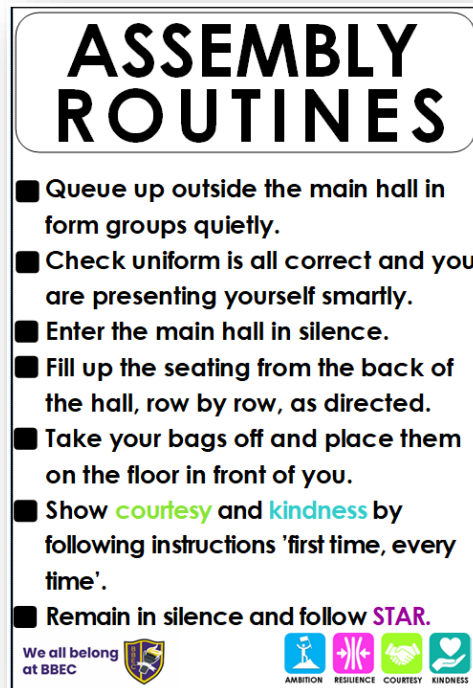
**RESPECT
REPHRASE**

We all belong at BBEC

Assembly Routines

We expect movement to assemblies and behaviour in the main assembly hall to be calm at all times. Students will be escorted down to the assembly hall by a staff member. Students will line up outside quietly and check their uniform to ensure they are smartly presented before entering the hall in silence. Students will be directed to specific seats.

Students should move swiftly to their next lesson or social time after assembly without fuss or delay. Posters are displayed outside and in the main assembly hall to remind students and staff of what we expect.



ASSEMBLY ROUTINES

- Queue up outside the main hall in form groups quietly.
- Check uniform is all correct and you are presenting yourself smartly.
- Enter the main hall in silence.
- Fill up the seating from the back of the hall, row by row, as directed.
- Take your bags off and place them on the floor in front of you.
- Show **courtesy** and **kindness** by following instructions 'first time, every time'.
- Remain in silence and follow **STAR**.

We all belong at BBEC

AMBITION RESILIENCE COURTESY KINDNESS

Corridor Expectations

We expect corridors to be calm at all times. Students should move swiftly to their next lesson or social time without fuss or delay. Posters are displayed around the school to remind students and staff of what we expect. Students will only be allowed on corridors during lesson time with written permission in their ARCK Record.



CORRIDOR ROUTINES

**Keep left
Keep quiet
Keep moving
Directly to your next lesson**











With **courtesy** and **kindness**

We all belong at BBEC

AMBITION RESILIENCE COURTESY KINDNESS

Social Time Expectations

We expect social time to be a calm space for students to enjoy socialising with friends from other classes and year groups. Posters are displayed around the social time spaces remind students and staff of what we expect. Students who don't comply with our social time expectations will be removed from social times for a period of time as a sanction.

<h3>SOCIAL TIME ROUTINES</h3> <p>Show courtesy and kindness by:</p> <ul style="list-style-type: none">■ Queuing quietly in single file.■ Sitting down whilst eating.■ Putting your rubbish in the bin.■ Going outside if you want to walk around.■ Going directly to your next lesson.■ Using indoor voices at all times. <p>We all belong at BBEC     </p>	<h3>TOILET ROUTINES</h3> <ul style="list-style-type: none">■ ONE person per cubicle.■ No food or drink in the toilets.■ The toilets are NOT a social space.■ No phones/music etc in the toilets.■ Flush - leave the toilet/cubicle as you would want to find it!■ Hygiene - wash your hands!■ Show courtesy and kindness by following instructions 'first time, every time'.■ Toilets are only to be used before school, break time, lunch time, after school. <p>We all belong at BBEC     </p>
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Code of Conduct

- Students should wear full school uniform at all times (see appendix 1). **We expect all students to borrow correct uniform in the morning if they arrive incorrectly dressed. Defiance is never acceptable behaviour.**
- We expect all students to borrow PE uniform if they haven't brought their own to school on days they have PE lessons.
- Students should come fully equipped with the 'SIMPLE 7' equipment each and every day.
- Only a watch may be worn on wrists.
- **No** bracelets, Pandora chains, belchers, chains etc. to be worn on wrists or ankles in school.
- Nose piercings must be a simple small stud – **no rings** are allowed on health and safety grounds.
- Small discreet plain ear studs may be worn – **no hoops**, loops, half loops, pendants etc. are allowed on health and safety grounds.
- No other jewellery is allowed, and it will be confiscated if worn (this includes rings, lip piercings, nose rings, eyebrow piercings, bars in ears, necklaces etc). For health and safety reasons any other type of body piercing is not allowed.
- Confiscated jewellery will be returned at an appropriate point (not necessarily the same day).
- **Mobile phones must be turned off and out of sight in school.**

- **If a mobile phone (or similar device) is seen or heard, it will be confiscated.** It can be collected from reception at the end of the day. Repeated confiscations may lead to parents/carers having to collect from school and further sanctions being applied.
- **Headphones and/or wireless earphones must not be seen in school.** If they are they will be confiscated with the phone (or attached device) even if the phone itself wasn't seen/heard.
- **No filming or photographing** using a mobile phone in school is allowed at any time. It is a breach of GDPR and safeguarding to take photos or film other students in school. The Safer Schools Police Officer will be notified in all such instances and will communicate with parents/carers.
- **Students should not smoke, vape or chew gum** anywhere on the school grounds or in the building. The entire school site (both inside and outside) is a non-smoking environment.
- **Vapes, e-cigarettes, cigarettes, lighters, papers are all banned in the school building and on all parts of the school site.** These will be confiscated and disposed of immediately. These will not be returned under any circumstances. This includes if a parent requests that they are returned.
- **Aerosols, hairsprays, energy/fizzy drinks, alcohol, weapons and other dangerous or illegal items are not allowed to be brought into school. This includes training knives, gel blasters, BB guns etc.**
- A reminder to all students that staff have the right to search students' bag/possessions if they suspect they have a banned item / dangerous weapon or substance and confiscate if appropriate.

The following are examples of actions that can result in permanent exclusion:

- Persistent disruptive behaviour.
- Serious, actual or threatened violence against another student or a member of staff.
- Sexual abuse/assault or harassment of any kind of staff or students.
- Supplying or being in possession of drugs or illegal substances (including alcohol) on the premises or with them on the way to or from school in the community.
- Students who have a dangerous weapon on the premises or with them on the way to or from school in the community.
- Students who purposely tamper with or set off the fire alarm.

Incidents involving the above issues will be discussed with our Safer Schools Police Officer.

Positive Behaviour

All staff will strive to:

- **Be Specific** - provide constructive feedback to students.
- **Be Sincere** - No empty praise and don't praise undeserved success.
- **Praise the process more than the person** - Strategies used, decisions made, work accomplished.

Helping our children meet success: What can we do?

- Reward effort – not perfection
- Reward risk and progress
- Applaud resilience
- Break tasks down into small steps
- Acknowledge 'learning' rather than 'work'
- Honour time invested, effort and resilience

Central to our philosophy is the right of all teachers to praise students, including contacting parents and carers, as a matter of routine. Such spontaneous day-to-day praise is a key foundation in all good schools.

First and foremost, the Positive Attitude to Learning (PA2L) policy aims to recognise the importance of praise and rewards to motivate students and it seeks to **recognise those who meet our expectations throughout the year and uphold our school ARCK values**

The aim of the Positive Recognition Points System is to encourage the active and direct involvement of as many staff and for as many students as possible. Students are awarded getting it right positive recognition points and can also earn bonus stamps. Both positive scores are then combined to lead to whole school rewards for students.

Each member of staff will have a personalised stamp. This stamp, and therefore a further positive recognition point, will be awarded to all students provided that they display appropriate levels of commitment, effort, progress; and demonstrating our ARCK values. Staff will use their stamp to reward exceptional demonstration of our values.

SLT will use their stamps to reward students when they are worthy of particular praise, which will be recorded in the appropriate place in the ARCK Record and will be worth three points.

Recognition and Rewards – Positive Points

<p>“Getting it Right” Recognition Stamps</p>	<ul style="list-style-type: none"> • A recognition stamp is given to each student at the earliest opportunity in the lesson (preferably on arrival but can also be during the 'Do Now' activity (or whilst getting changed for PE) providing they do so in an orderly fashion, on time and are ready to learn. Praise will also be given verbally to all students meeting our expectations.
<p>Bonus Positive Stamps</p>	<ul style="list-style-type: none"> • Bonus positive stamps are awarded by all staff for excellence, participation, consistency, going 'above and beyond', improvement, effort and good manners i.e. demonstrating our ARCK values. • Maximum of 1 per student per lesson from the class teacher or other adults in the room.

	<ul style="list-style-type: none"> • All staff are able to give additional, out of lesson stamps at any point, for exceptional demonstration of our ARCK values. • Bonus stamps <u>remain</u> if a negative written comment is received. • Bonus stamps should also be awarded for extra-curricular clubs attended, attendance to period 7 or other interventions, homework club attendance and any other positive out of hours activity. • A bonus stamp should be added to the relevant section in the ARCK Record for arriving on time to Period 1 each day. • A bonus stamp can also be added to the homework section in the ARCK Record for 'outstanding effort' on a piece of homework. (These will not be given for simply completing the homework) • For exceptional work, effort or demonstration of the school's values, the students name will be passed on to their Head of Year or relevant subject Achievement Leader for verbal praise and the opportunity for an additional stamp, worth 2 bonus points, or to a member of SLT, for a stamp worth 3 bonus points. • All stamps will be counted and added to ClassCharts by form tutors each Monday (Tuesday for Year 7).
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Notes for 'Getting it Right' recognition stamps

- Students lose one of their cumulative points per negative written comment.
- Students cannot receive any positive stamps if they do not have their ARCK Record.
- Students cannot receive any positive stamps if they are not in school.
- Students cannot receive any positive stamps if they are in the isolation room.

Recognition Rewards

1	<ul style="list-style-type: none"> • Positive recognition note/message on Classcharts and/or phone call from Pastoral Manager.
2	<ul style="list-style-type: none"> • Positive recognition note/message on Classcharts and/or phone call from Form Tutor.
3	<ul style="list-style-type: none"> • Positive recognition note/message on Classcharts and/or phone call from Head of Year.
4	<ul style="list-style-type: none"> • Letter home from Assistant Headteachers.
5	<ul style="list-style-type: none"> • Letter home and/or phone call from Senior Deputy Headteacher (MTC)
6	<ul style="list-style-type: none"> • Letter home and/or phone call from Headteacher.

Major Rewards

1	<ul style="list-style-type: none"> • “Cinema Experience” if points threshold achieved before October half term. • ‘Sign up’ rewards dependent on number of stamps gained.
2	<ul style="list-style-type: none"> • “Cinema Experience” if achieved before Christmas and entry into Prize Draw.
3	<ul style="list-style-type: none"> • Entry into Prize Draw each term if net points and attendance targets are achieved.
4	<ul style="list-style-type: none"> • Invitation to celebratory breakfast (in school) if achieved before Easter holidays and qualification for whole school rewards day (off site) in summer term.
5	<ul style="list-style-type: none"> • Ice Cream treat if achieved before May half term.
6	<ul style="list-style-type: none"> • Summer experience rewards if net points totals are met by July.
7	<ul style="list-style-type: none"> • ARCK Champion of Champions - raffle draw from all students who have received ARCK champion through form groups. • Highest Positive Points Achievers receive “BBEC ARCK LEGEND” status. • Awards Ceremony, including evening meal off site, with parents/carers if achieved before July.

Ongoing rewards throughout the year

In addition to the above rewards and recognition for numbers of stamps accrued the following are examples of rewards that **may** be issued by form tutors, Progress Leaders, Achievement Leaders and Heads of Year.

Time period	Rewards
Short Term Rewards	<ul style="list-style-type: none"> • Messages through SIMS app and ClassCharts • Messages in their ARCK Record from staff. • Postcards home from staff. • ARCK champions for each form named and published. • Positive phone calls home from all staff, in particular form tutors for their tutees. • Individual attendance prizes given linked to attendance mentoring. • ‘Top Banana’ awards awarded in weekly assemblies by Heads of Year
Each half term	<ul style="list-style-type: none"> • Breakfast with members of SLT to celebrate positive behaviour or contribution to our values. • Subject half termly rewards certificates. • Year group prizes linked to attendance e.g. Most improved form and most improved student, awarded during form period and assemblies.
Termly	<ul style="list-style-type: none"> • Prizes for students with the most stamps in each year group. • Trophy to rotate throughout the year to each form group earning the most stamps with small prize and certificates. • Trophy to rotate throughout the year, to year group achieving the most stamps, with top ten students within the year demonstrating ARCK values.

Notes for Getting It Right Positive Stamps

Every student has the opportunity to gain 6 stamps per day in regular lessons for **Getting it Right** linked to our ARCK values, which are totalled weekly by form tutors and stored electronically on the students ClassCharts profile. **Getting it Right**, means that students did not receive a negative comment in the lesson or social time and in doing so followed our ARCK values. Students need to maintain these through adhering to the principles of this policy.

- **1 point is deducted for each negative written comment that is issued by a member of staff in a lesson or social time.**
- **Students will lose all of these 6 daily points (or part thereof if the sanction is imposed for part of the day) when high level sanctions are issued (Phase 7 onwards, see below)**

The use of this system allows praise and reward to be fair for all students. This system requires students to take responsibility and make informed choices.

Notes for Bonus Positive Stamps

Students have opportunities to earn **Bonus Stamps** (points) through extra work in or out of class or by going above and beyond in their learning. Examples include: excellence, participation, punctuality, consistency, above and beyond, improvement, effort, enrichment, independent learning (homework), ambitious and demonstration of BBEC's values.

All staff can award Bonus Stamps.

The philosophy behind bonus stamps is that we recognise the need for students to be given a tangible, instant reward. This is a visible reward, it should increase motivation and foster a more positive climate as well as positive staff/student relationships.

To maintain consistency, each student can receive no more than 1 positive stamp from teaching staff per lesson, or 1 stamp per day from individual associate staff.

Bonus stamps are recorded in the student ARCK Record. Students will use a dedicated form time to collate their total bonus stamps and these will be recorded on ClassCharts and combined with their "getting it right" positive points score.

Staff are advised against the premature or commonplace awarding of Bonus Stamps which would serve only to undermine their significance.

Through consistent application of these procedures, good habits are reinforced and inappropriate behaviour is marginalised.

Negative Behaviour

The procedure outlined in this policy gives a sensible and progressive use of sanctions and rewards. It needs to be followed in a **consistent** way by all members of staff, whilst firmly refusing to have the learning of students disrupted or to tolerate defiant or abusive behaviour. There may be occasions when early stages have to be 'leapfrogged' but this should only be in exceptional circumstances.

Preventing Disruption to Learning

Principles

We have high expectations of our students, the main emphasis being on the teaching and learning and not allowing poor attitudes or behaviour to prevent this. We expect all students to be actively involved in their learning, whilst being positively encouraged by all staff.

The sanctions system is designed to prevent and reduce disruption to the learning process, maintain an orderly and safe environment and to protect the health and safety of all members of the school community.

The system is non-negotiable. It is designed to be fair and proportionate. It promotes positive behaviour, by encouraging students to stop, reflect and rectify.

Our Sanctions System is a **phased process**; it is designed to give the student a **choice** at each stage.

- Students are initially warned and then move through the stages and consequences if they fail to rectify their behaviour at each given stage.
- Students are taught the Classroom and Corridor expectations and know what is expected of them. The sanctions system is clear and unambiguous. It is understood by all students. It encourages students to make the right choice in terms of their actions and promotes responsibility and ownership if they move into the sanction stages.
- Our sanctions will help our young people to think and **learn from their mistakes**, so as not to repeat these for the future.
- The sanctions system allows teachers to teach and learners to learn. It is a **consistent** system that allows staff to take safe and supportive ownership of the escalation of classroom incidents. **Every member of staff will operate within the framework.**
- Consistency is a vital element to this system. The sanction stages will have a powerful effect on encouraging the behaviour we expect at BBEC if it is seen to be applied in the same way across the school.
- It is essential that all students, parents / carers and staff understand this system. At all times the intention of the policy is to prevent unacceptable behaviour and from this point to encourage each student to work hard and behave appropriately.

It is important to note that all members of staff have a statutory authority to discipline students whose behaviour is unacceptable, or who do not adhere to school rules (student expectations) or who fail to follow reasonable instructions. This power applies to all paid staff with responsibility for students, such as Teaching Assistants. Staff can sanction students at any time the student is at school or elsewhere under the charge of a staff member, including on visits and trips.

The Sanctions System

<p>Phase 1</p>	<p>Verbal warning</p>	<ul style="list-style-type: none"> • This is an informal warning for the lesson. It is not recorded and encourages the student to settle and modify behaviour. The words “verbal warning” will be used by staff and to one student at a time. • Staff will not give blanket warnings. • The aim of the verbal warning is to indicate to the student that what they are doing is unacceptable and it cannot continue. They now have a choice to stop and correct their behaviour, without consequence, before Phase 2.
<p>Phase 2</p>	<p>2nd Verbal Warning – ARCK Record Removal (if in classroom)</p>	<ul style="list-style-type: none"> • Given for continuation of unacceptable behaviour in class, despite the first verbal warning. At this point, the member of staff removes the ARCK Record from the student (with the exception of PE) as a visible signal that Phase 3 will be implemented in the event of further poor attitude to learning. • Students who refuse to hand over their ARCK record (after appropriate take up time and support from colleagues as necessary) will be taken to the isolation room for a period of time (to be determined by Headship/Behaviour AHTs). (Staff to call duty to support) • Students still have a choice to stop and correct their behaviour, without consequence, before Phase 3.

<p>Phase 3</p>	<p>Written Comment (ARCK Record)</p>	<ul style="list-style-type: none"> • Given for continuation of unacceptable behaviour in lessons, despite the two verbal warnings. Staff will record this in the student ARCK Record as a comment for behaviour (B), a work-related comment (W), no homework (H), defiance (D), inappropriate language (V), or if a mobile phone is seen or heard the phone will be confiscated (P) and a comment added to the ARCK Record and ClassCharts. • Staff will give written comments for no equipment (E) or uniform issues (U) at the beginning of the day. A brief comment should be made highlighting the specific breach (e.g. trousers, jewellery, PE) It is, therefore, possible for a student to receive multiple (U) comments. Equipment and Uniform comments may be given by any member of staff throughout the day if no previous comment has been issued that day for that specific piece of equipment or uniform. Multiple comments for uniform and equipment are therefore possible on each day. • Students refusing to borrow uniform (including for PE) will not be allowed in lessons and will move directly to phase 7. • If a negative written comment is issued, this must also be logged on ClassCharts during the lesson, or in the case of social time, as soon as possible. • If a student arrives late to a lesson, they will need a late comment in writing (L) in their ARCK Record unless one has already been issued on the corridor by another member of staff for this specific lesson. Late marks (L) are given with no verbal warnings and the time must be recorded. • Truancy will be treated as defiance as the student will have previously been asked/told to go to lessons (therefore both a L and D can be recorded.) • If appropriate the student can be moved to a different seat within the classroom. • The same process applies during social and movement times and when on corridors. Negative written comments will be issued for any unacceptable behaviour following verbal warnings. (Staff to note precise time and location if student isn't known to staff and refuses to hand over ARCK Record. CCTV will be checked followed by a period of time in isolation for the student) • Students who receive any 6 negative comments in 1 week, will automatically move to Phase 5 and will be issued a Whole School Detention.
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<p>Phase 4</p>	<p>Lesson Removal to an Exit Room/Area</p>	<ul style="list-style-type: none"> • At this point the class teacher has come to the decision that student is persistently undermining the work of everyone in the room despite two verbal warnings and a written comment. • The student enters Phase 4 for the remainder of the lesson whereby they are removed from their lesson, with work, and are directed to the correct exit room or teaching space as per the timetable. The room is marked in the student's ARCK Record. • Phase 4 can automatically be issued without Phase 1-3, if a student behaves in such a way that is dangerous or unsafe. • If a student refuses to go to the Exit Room or teaching space, or fails to behave appropriately whilst there, the teacher will use ClassCharts to call for a Pastoral Manager and/or Achievement Leader/HOY to support. The student may still have some "take up time" to make the right choice following speaking with the Pastoral Manager and/or Achievement Leader/HOY, but if they continue to refuse, they will move to Phase 7: Isolation for a period of time (to be determined by Headship/Behaviour AHTs).
<p>Phase 5</p>	<p>Whole School Detention</p> <p>Mon - Fri</p> <p>30 minutes 3pm – 3.30pm</p>	<ul style="list-style-type: none"> • Whole School Detentions will be set by the member of staff issuing the sixth negative comment in a week and/or the sixth lesson removal in a half term. • Whole School Detentions will also be issued for a 2nd ARCK Record Replacement in a half term. • Whole School Detentions can also be issued by the Senior Leadership Team for serious behaviour breaches. • Whole School Detentions are supervised by a member of SLT, with others on Leadership, Achievement Leaders and all teaching staff on a rota. • Achievement Leaders may support students to correct specific behaviours displayed in their subject areas through planned interventions during this detention time. • Detentions will automatically be generated in ClassCharts when a threshold is met (e.g. x6 Phase 3 comments in a week). Parents/carers are notified of detentions by the ClassCharts Parent app in their child's activity feed, therefore this should be downloaded and utilised by all parents. (Parents will find log in codes and any relevant information for these in the ARCK Record). • Any student failing to comply with Phase 5, either by non-attendance or disruption, will move to Phase 6: Headship Detention. • The DfE gives teachers the power to impose detentions outside of school hours and parental consent is not required for detentions. Wherever possible, the school will aim to provide notice of the detention the day before the detention is to be done.

<p>Phase 6</p>	<p>Headship Detention</p> <p>Friday</p> <p>60 minutes 3pm – 4pm</p>	<ul style="list-style-type: none"> • Headship Detentions will only be issued by the Headship Team. It will be set for non-attendance or non-compliance of Phase 5, or automatically issued for very serious behaviour breaches. • Headship Detentions will also be issued for a 3rd ARCK Record Replacement in a half term. • Headship Detentions are supervised by the Headteacher or Deputy Headteachers. • Achievement Leaders/HOY may support students to correct specific behaviours displayed in their subject areas through planned interventions during this detention time. • Detentions will automatically be generated in ClassCharts when a threshold is met (e.g. missing/failing a Phase 5 Whole School Detention). Parents/carers are notified of detentions by the ClassCharts Parent app in their child's activity feed, therefore this should be downloaded and utilised by all parents. (Parents will find log in codes and any relevant information for these in the ARCK Record). • Any student failing to comply with Phase 6, either by non-attendance or disruption, will move to Phase 7: Isolation and will complete the missed/failed detention(s) at the end of the day. • Students accruing more than one Headship detention in a week will automatically move to Phase 7 – Isolation and will complete the missed/failed detention(s) at the end of the day.
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<p>Phase 7</p>	<p>Isolation</p>	<ul style="list-style-type: none"> • Time spent in Isolation is a serious sanction, whereby students are withdrawn from mainstream lessons and social times for the full day or part thereof. It can only be issued by the Senior Leadership team (or Pastoral Leaders/Achievement Leaders/HOY in the case of a refused/failed lesson removal or truancy). • Students can be taken to isolation for any serious incident without use of the previous phases if the offence warrants it. This includes truancy (internal and external). • Repeated breaches of our expectations can lead to further/repeated days in isolation. • Truancy can be defined as not going to the lesson once directed and already late and/or repeated lateness to the same lesson. • No positive stamps can be achieved whilst in isolation. • It will be set for non-compliance with the Phase 4 Lesson Removal or automatically issued for serious incidents. • Occasionally, students will spend social time or a lesson in isolation for incidents such as anti-social behaviour or to immediately safeguard and/or to carry out serious investigations. In these instances, these periods may not count towards further sanctions. • Our first and preferred method of communication about this sanction is by phone to parents/carers. If this is not successful, we will email or text. We will expect that parents/carers will seek to communicate with us about this sanction if this is the case. • Students who receive 6 or more sessions in isolation in a half term are put on 'behaviour watch'. Parents/carers will need to attend a meeting with the Pastoral Manager/Head of Year, or Achievement Leader if there is a pattern of repeat behaviour within a subject or faculty area and a behaviour support plan will be put in place. • Students who fail to comply with Phase 7, will repeat Phase 7 or will move to Phase 8, at the discretion of the Headteacher. • Students who are placed in isolation on a further 3 occasions (ie. 9 days in total) within a half term, will automatically move to Phase 8 – suspension, followed by a repeat of isolation. A further 3 or more days in isolation, i.e. 12 days in total, within the same half term will result in a further suspension, etc. • Isolation will automatically issued for any misuse of bonus stamps, crossing out of written comments or any other defacing, graffiti or intentional damage of the student ARCK Record. • A 4th and all subsequent failures to bring the ARCK record to school will result in isolation.
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<p>Phase 8</p>	<p>Fixed Term Suspension (FTS)</p>	<ul style="list-style-type: none"> • The decision to issue a Fixed Term Suspension (FTS) is that of the Headteacher or a Senior Leader with delegated authority in the headteacher’s absence. It may be given for: <ul style="list-style-type: none"> ○ A highly serious one-off incident ○ Persistence of serious offences ○ An escalation of sanctions that have previous failed or been refused, as determined by the number of sessions in isolation • Parents/carers will be informed by phone and a formal letter is emailed. • School will report this suspension to the authority and it will sit on the student’s behaviour record permanently. • Parents/carers need to make arrangements to monitor their child whilst they are at home and provide adequate supervision, ensuring the work set is complete and returned to school. Suspended students are not allowed in a public place unsupervised during school hours (8am-4pm) during the course of the suspension. The local authority may issue a penalty notice (fine) to parents/carers if this occurs. • The student and parents/carers will be expected to attend a formal return to education meeting at school before the student returns to lessons at BBEC. A behaviour support plan and contract may be put in place. The school may make a referral for support to external agencies at this point. • A Governor Pupil Disciplinary Committee will be convened if a student exceeds 15 days of suspension within a term or 45 days of suspension within an academic year.
<p>Phase 9</p>	<p>Permanent Exclusion (PEX)</p>	<ul style="list-style-type: none"> • The control of permanent exclusion (PEX) is entirely in the hands of the Headteacher and Governing Body. • A decision to exclude a student permanently is serious and should only be taken where the basic facts have been clearly established on the balance of probabilities. Usually, it will be a final step after the failure of other strategies. In this situation the Permanent Exclusion would be for ‘persistent disruptive behaviour’. • Permanent exclusion may also be used for a single extremely serious instance, such as: <ul style="list-style-type: none"> ○ Serious, actual or threatened violence against another student or a member of staff. ○ Sexual abuse/assault or harassment of any kind of staff or students. ○ Supplying or being in possession of drugs or illegal substances (including alcohol) on the premises or with them on the way to or from school in the community. ○ Students who have a dangerous weapon on the premises or with them on the way to or from school in the community. ○ Students who purposely tamper with or set off the fire alarm. • Incidents involving the above issues will always be discussed with our Safer Schools Police Officer. • Refer to the schools separate Exclusions Policy for further details.

Other Actions

At BBEC we deploy a range of actions which act as supportive measure and aim to re-engage the student.

These include:

- Moving a student's position in class or to a different class/set
- Moving a student to a different form or half year group
- Extra work or repeating unsatisfactory work
- Removal from class for a temporary period
- Loss of breaks and lunchtimes
- Withdrawal of other privileges or confiscation, screening and searching
- Being placed on daily report
- Scheduled behaviour/uniform checks/searches
- Behaviour contract
- Behaviour placement in another school's isolation room
- Step out placement to alternative provision
- 'Offsite Direction' to another school
- 'Managed Move' to another school

The Student ARCK Record

At the start of each half term, students will be issued with a new ARCK Record.

Not only is the ARCK Record central to promoting good organisational skills for students, but it is also central to the implementation of the PA2L system and as it is the main tool of communication between home and school. For these reasons, it is imperative that students have their ARCK Record with them each day.

- **Students may borrow a temporary ARCK Record once each half term.**
- Any student when checked on entry to school, who does not have their ARCK Record on two separate occasions within a half term will be placed in a whole school detention.
- Any student who does not have their ARCK Record on three separate occasions within a half term will be placed in a Headship detention.
- Any student who does not have their ARCK Record on four or more separate occasions within a half term will not be permitted into mainstream lessons and will be placed in isolation for a period of time.
- **Any defacing or intentional damage to the ARCK Record will result in time in the isolation room.**
- **Any defacing or intentional damage to another student's ARCK Record will result in time in the isolation room.**

Monitoring of Student ARCK Records

Each week, Form Tutors will check the ARCK Record for Written Comments.

- If a student receives 6 or more Written Comments in one week, the form tutor will check that a Whole School Detention has been set in ClassCharts.
- Form Tutors will ensure students track their Positive Stamps each week and running totals are recorded.
- Form Tutor time will also provide a good opportunity for students to discuss and reflect on their sanctions and rewards with their Tutors.

Parents and carers have a key role in monitoring their child's ARCK Record. It is expected that parents/carers will inspect the record each week, encourage their child to keep it clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate section to check for attendance to detentions.

Taking into Account Individual Need

As an inclusive school, where a child is covered by SEN and disability legislation (2014), reasonable adjustments and targeted support will be considered by the school as required under the Equality Act 2010.

The principles of this policy will apply throughout the school, including our bespoke provisions. However, reasonable adjustments may be made according to the circumstances of the individual student.

Alternative Provision

For some students we reserve the right to place them on a partial or full-time alternative placement/provision using our legal powers set out by the Department for Education to direct a student to be educated offsite to improve behaviour.

Partial placements are used where a student is struggling to cope with 5 days a week in school and their behaviour is placing them at risk of permanent exclusion. Students will be placed on a temporary "turnaround" programme which is suitable to their ability and needs and will be supported through work being provided by school where appropriate. These programmes will be reviewed on a regular basis and students will be visited by a member of staff from school.

Students are placed on full-time alternative placements when they have been involved in a serious incident where there is need for considerable time to pass before a student can be re-integrated back into school or if the school is not the most appropriate setting, after other interventions have been implemented. Students will be placed on programmes that are suitable, securing the best possible outcomes and will be visited regularly and supported by a member of staff.

The progress, attendance and safeguarding procedures of these students will be closely monitored, and review meetings held with parents/carers on a regular basis.

Direction Offsite and Managed Moves

Some students find it difficult to conform to our expectations and some of these students benefit from a fresh start at another school. The placement of students at other schools is done through the process of an Offsite Direction. Students remain on the roll of BBEC but attend another local school for a period of time. The period of time usually lasts for 12 weeks, but schools may decide to extend or reduce this period.

Where these placements are successful the hosting school can choose to take the student onto their roll on a permanent basis with the support of the student's parents. This is known as a 'Managed Move'. If the placement is not successful, the student may return to BBEC, where further interventions and support will be considered.

Mobile Phone Confiscation and Sanction procedures

Mobile phones now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites e.g. Facebook, Twitter, Snapchat and WhatsApp.

These functions can pose a risk to the maintenance of good discipline, the focus on learning and, crucially, the effective safeguarding of students in schools. This includes the risk of sophisticated bullying via social media platforms. In some cases, mobile phone use within secondary school environments has created serious child protection concerns. Bullying, intimidation and harassment are not new in society; however, bullying using a mobile phone represents a significant challenge for schools to manage.

This aspect of the PA2L policy has been developed in consideration of:

- Department for Education (DFE) 'Mobile phones in schools' - Guidance for schools on prohibiting the use of mobile phones throughout the school day (February 2024)
- Keeping Children Safe in Education 2024
- Department for Education (DFE) guidance on Searching, Screening and Confiscation - Advice for Headteachers, School Staff and Governing Bodies (July 2022)

Department for Education (DFE) guidance is clear that schools should have a 'never used, seen or heard' approach to mobile phones and that the consequence for breaking this expectation is at the discretion of the school but that it should be "sufficient to act as an effective deterrent". For this reason, all confiscations will run initially until the end of the day. However, repeated confiscations may lead to parents/carers having to collect from school and further sanctions being applied as this is reasonable, proportionate and provides an effective deterrent.

Paragraph 57, Page 17 of the DFE Searching, Screening and Confiscation guidance makes it clear that staff can search and confiscate any prohibited item. The PA2L policy and ARCK Record makes it clear that a mobile phone is prohibited.

Page 20 of the DFE Searching, Screening and Confiscation guidance makes it clear that, consistent with Section 91 of the Education and Inspections Act 2006, schools have the power to confiscate, retain or dispose of a pupil's property as a disciplinary measure where it is reasonable to do so. The fact that BBEC has identified a mobile phone to be a prohibited item means that the confiscation is both reasonable and lawful. As such, a member of staff is protected from any liability for loss or, or damage to, any item they have confiscated as long as they have acted lawfully. This also applies to any other prohibited item in school e.g. jewellery.

Items banned from BBEC

The aim pursued by confiscation of property is maintaining an environment conducive to learning and one which safeguards all members of the school community. The items below will be confiscated and parents/carers will be contacted. These will not be returned under any circumstances. This includes if a parent requests that they are returned.

Weapons and other dangerous implements or substances such as:

- Knives, pen knives, switch blades, sharp objects
- Razors, razor blades, sharpener blades – which have been removed
- Catapults

- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Fireworks/bangers
- Dangerous chemicals

Other items banned that will be confiscated and disposed of:

- Caffeinated / sport energy drinks, large bags and blocks of confectionary
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Drugs and alcohol
- Vapes/cigarettes, lighters and other smoking and nicotine containing paraphernalia
- Chewing gum

Students must not bring into school any form of stolen property; nor buy or sell on the school site.

We reserve the right to ban/confiscate other items that impact on school behaviour or health and safety of our community as they arise.

Searching, Screening and Confiscation

Searches

BBEC is committed to safeguarding and promoting the welfare of the members of its school community. Therefore, there may be occasions when designated staff find it necessary to search the person or the belongings of a student.

Schools are permitted to search students under the Education and Inspections Act 2006 and Department for Education (DFE) guidance on Searching, Screening and Confiscation - Advice for Headteachers, School Staff and Governing Bodies (July 2022).

The Headteacher can authorise a search of students or their possessions (including bags and lockers) without consent if there are reasonable grounds for doing so. However, in the rare occasions where designated staff search a student, the student is always asked to comply first, to give consent and help staff in their search.

For major safeguarding breaches searching students may have to be done without consent, and reasonable force may have to be used to carry this out. Headteachers have the power to do so for suspected weapons, drugs, alcohol and stolen property.

Guidance for Searches:

With consent:

- Only authorised, designated staff can search.
- Two members of staff are present, one member of staff should be the same gender as the student being searched if possible.
- Designated staff can search for any item banned from BBEC.
- School does not need formal, written consent from parents, it is enough for staff to ask the child to turn out their pockets and bag.
- Staff can ask the child to remove a coat and any outer clothing (clothing which does not touch the skin).

Without consent:

- Only authorised, designated staff can search for weapons, drugs, alcohol and stolen items.
- Two members of staff are present, one member of staff should be the same gender as the student being searched if possible.
- School does not need formal, written consent from parents.
- Staff will search bags and lockers for the prohibited items.
- Staff may use reasonable force to do this.
- If the student refuses to remove outer clothing, (clothing which does not touch the skin) it is referred to the Senior Leadership Team and Police if there is a strong suspicion and nothing is found. Police can conduct personal searches. Parents will be informed.
- Searches of this kind will be logged on CPOMS and ClassCharts.

General power to confiscate

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Refusal of a reasonable request to confiscate an item will be treated as defiance.

Besides the items banned at BBEC, all members of staff can confiscate the following items:

- Mobile Phones and Electronic devices, including ear phones, AirPods, headphones
- Items of jewellery identified as banned in the PA2L policy and ARCK Record.
- Incorrect uniform or outdoor clothing that is worn inside / incorrectly.

Clothing, jewellery, and phones will be returned at the end of the day from Student Reception unless a pattern of misuse has been identified in which case items may remain confiscated for longer periods of time. (Confiscated items are stored securely and safely in labelled envelopes or containers throughout the day.)

Where we find stolen items, these will be given to the police. Any weapons or items that are evidence of an offence will be passed to the police as soon as possible.

School will inform the student's parents/carers where weapons and knives, alcohol, drugs of any form, cigarettes/vapes of any form, stolen items, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property are found, although there is no legal requirement to do so.

Screening Students

School staff or the police can screen students for weapons or phones, using portable wands.

Behaviour beyond the School Gate

Schools have a statutory power to discipline students who misbehave outside of the school grounds (The Education and Inspections Act 2006). The DfE guidance, (Behaviour and Discipline in Schools, 2016) states, "Teachers have the power to discipline pupils for misbehaving outside of the school premise. To an extent which is reasonable". The DfE statutory exclusions guidance (2024) also states on page 11 that 'a pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion'.

BBEC will therefore investigate and put in place appropriate sanctions for any non-criminal, poor, inappropriate behaviour and/or bullying which occurs off the school premises and which is witnessed by a staff member, reported to the school or evidenced through the use of social media,

text messages or email.

This will include any misbehaviour that occurs when a student is:

- taking part in any school-organised or school-related activity
- travelling to and from school
- wearing the school uniform
- in some other way identifiable as a student of the school.

It will also include any misbehaviour at any time, whether or not the above apply, that: could have repercussions for the orderly, safe running of the school or poses a threat / humiliation / violation to another member of the school community or member of the public or could adversely affect the reputation of the school.

Each incident of inappropriate behaviour committed off the school site will be considered on an individual basis but in deciding any sanctions to be taken, consideration will be given to the extent to which the behaviour may have repercussions for the orderly running of the school or might pose a threat to the school community or wider community.

Parents/carers will always be informed of sanctions and reasons.

We may involve the input of the Police.

Named Governor:	Neil Margerison
Monitoring of the Policy:	M Colman
Reporting to:	A Taylor
Date of Submission:	Oct 2024
Next Review Date:	Oct 2025

Linked Policies and Guides

Please read this policy in conjunction with the following policies/guides:

- Anti-Bullying
- Child Protection
- Inclusion and Diversity
- Exclusions
- Home/School Agreement
- Attendance Policies
- Searching and Screening (DFE 2022)
- Use of Reasonable Force
- Staff Code of Conduct
- Staff Handbook and Quality of Education Handbook
- Uniform expectations – see Appendix 1

Appendix 1

School Uniform and Equipment Expectations

- School polo shirt with BBEC logo embroidered in the correct colour for the year group.
- School sweatshirt with BBEC logo in the correct colour for the year group (optional)
- **Tailored black full-length trousers (no logo required).**
- Dark plain socks.
- Plain **all** black leather shoes (**no fabric sections anywhere on the shoe**). No different coloured soles or logos. Staff decision on what is appropriate is final.
- Scarves/headbands/bows, when worn, must be black or white.
- False/acrylic nails must be a reasonable length. Staff decision on what is an appropriate length is final.
- Eyelash extensions and false eyelashes should not be worn.
- We challenge extreme hairstyles and hair colour; we expect a natural hair colour and smart appearance for school at all times.
- **Crop tops / cropped polo shirts are not acceptable or appropriate at any times.**
- **No non-BBEC jumpers are allowed at any time.**
- **Trainers and Crocs are not acceptable footwear. This also includes ‘On Cloud’ trainers – these are not allowed.**
- **Leggings / joggers / jeggings / jeans are not acceptable.**
- **Skin tight trousers, ¾ length trousers are not acceptable.**

We expect all students to borrow correct uniform in the morning if you arrive incorrectly dressed. Defiance is never acceptable behaviour.

Where a student or family requests adjustments are made to the normal school uniform policy on the grounds of any protected characteristic, these requests will be considered on a case by case basis taking into account all relevant guidance and legislation. Students should not wear uniform outside of the normal policy prior to any request being made, considered and responded to.

Year group	Polo Shirt / Sweatshirt
7	Blue
8	Green
9	Grey
10	Purple
11	Black

PE UNIFORM

- All clothing must be official school PE uniform, bought from the school uniform suppliers. School PE uniform is:
 - A black school polo shirt with the school logo.
 - Black school PE trousers or shorts, with the school logo.
 - School PE hoodie (optional)

- Trainers (football boots are optional when using the grass or astro)
- You may wear layers **under** your kit (such as base layers, skins or other jumpers) as long as the sleeves of these are black.
- You must bring PE uniform, even if you are excused from PE.
 - You will be expected to take some part in the lesson, even if you are not 'playing'.
 - The only exception to this is if your injury prevents you from easily getting changed. (If you have a pot on your leg, for example)
- In cold weather, bring gloves and a hat (no scarves).
- **If you do not bring your PE Uniform, you are expected to borrow clothing from us and participate in the lesson. Defiance is never acceptable behaviour.**



Equipment

All students should be ready to learn and have the **'Simple 7'** equipment at all times: **pen, pencil, ruler, eraser**, a Casio **scientific calculator**, **ARCK Record** and **bag**. If possible students should also have spare pens and also a green and purple pen.

- **all students should bring their bag to school every day and keep this with them – this must be a minimum of A4 sized. (Bum bags or similar are not acceptable).**
- students should **always bring their ARCK Record** and use it to help with their learning and recording their positive points and comments.
- bring a reading book to school.
- make sure all personal property is marked with students' names.
- Daily checks on equipment will take place.

Appendix 2

Overview Flowchart of PA2L Policy

